

Toolkit Options for Superintendents

Build Background Knowledge

Review PowerPoint presentation, Role of Administrators: From NECAP to Common Core and New Assessments.

<http://www.education.nh.gov/spotlight/documents/role.ppt>

Read “Introduction to the Common Core State Standards”

<http://www.corestandards.org/assets/ccssi-introduction.pdf>

Read introductions from Mathematics Common Core Standards

(http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf) pages 3-8 and English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Common Core Standards

(http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) pages 3-8.

Read Application of Standards for ELL (<http://www.corestandards.org/assets/application-for-english-learners.pdf>) and Application to Students with Disabilities

(<http://www.corestandards.org/assets/application-to-students-with-disabilities.pdf>)

Read Mathematics and English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Appendices A (Math pages 2-5,15,27,36,51,61,&72 -

http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf and ELA - http://www.corestandards.org/assets/Appendix_A.pdf)

View NH-DOE PowerPoint, From NECAP to Common Core and New Assessment,

<http://www.education.nh.gov/spotlight/documents/transition.ppt>

Review NH DOE Common Core State Standards Timeline,

http://www.education.nh.gov/spotlight/documents/timeline_assessment.pdf

View archived webinars for additional background information and development if desired (http://www.education.nh.gov/spotlight/ccss/documents/webinars_archive.pdf).

Building Capacity through Modeling Adult Learning Environment

In this section, you will find activities to be conducted within group settings. These activities are encouraged to be followed as closely as possible as outlined. At a minimum, they are designed to accomplish these three specific goals:

1. Provide opportunities for active engagement by key stakeholders to deepen their knowledge of the Common Core State Standards
2. Share in the ownership of developing a systems-wide approach to the ongoing development as a learning community
3. Create buy-in among leaders that will shape education and student achievement in their district.

Additionally, these learning activities may be facilitated by the superintendent or a member of the district's leadership team, as determined by the superintendent. If the learning is facilitated by someone other than the superintendent, it is recommended that the superintendent actively participate in the ongoing learning of the Common Core State Standards. Researchers Waters and Marzano indicate that superintendents can have a "profound, positive impact on student achievement" by setting the tone for the district in key areas of curriculum and instruction.

Share New Hampshire Department of Education's Common Core State Standards/New Assessment Systems link (<http://www.education.nh.gov/spotlight/ccss/index.htm>) with district level leaders and school administrators.

At district level leadership meeting(s), review key documents for building deeper understanding and develop capacity.

Assessment Transition Timeline

http://www.education.nh.gov/spotlight/documents/timeline_assessment.pdf

Parents' Guide to Student Success: A Response to the Common Core

<http://www.pta.org/4446.htm>

CCSS Are Good for NH and From NECAP to CCSS and New Assessments

Each district leader and principal reads Why Common Core State Standards Are Good for New Hampshire, http://www.education.nh.gov/spotlight/ccss/why_for_nh.htm, independently. Additionally, leaders review NH-DOE PowerPoint, Role of Administrators: From NECAP to Common Core and New Assessments.

<http://www.education.nh.gov/spotlight/documents/role.ppt>

Print as a handout for all district leaders at leadership/management team meeting. You may choose to use the **3-2-1 Strategy** with the district's leaders to interact and process the two documents. {insert link to 3-2-1 Strategy Explained}

Have school and district leader pairs share their takeaways from the 3-2-1 Activity.

Appendices A in ELA and Mathematics

http://www.corestandards.org/assets/Appendix_A.pdf

http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf

Work with district leadership team to understand appendices. Depending on the size of the leadership team you may want to choose from the follow reading activities options.

Jigsaw –

<https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxjb21tb25jb3JlaW52ZXJtb250fGd4OjIwNjE2ODkxOGNkMzZhMjA> (Please note the typo on the assigned pages for writing, as it should be pages 23-25.) Mathematics Appendix A review for leadership team may focus on pages 2-5, 15, 27, 36, 51, 61, and 72.

Save the Last Word for Me –

http://www.education.nh.gov/spotlight/ccss/documents/last_word.pdf

3-2-1 Strategy – <http://www.education.nh.gov/spotlight/ccss/documents/3-2-1.pdf>

Say Something – {insert link to the Say Something strategy explanation doc}

Final learning activity to check for understanding is to have leadership team work through the “Treasure Hunt Activities”.

Mathematics - http://www.education.nh.gov/spotlight/documents/hunt_math.pdf

ELA Grades K-5 - http://www.education.nh.gov/spotlight/documents/hunt_ela_k-5.pdf

ELA Grades 6-12 - http://www.education.nh.gov/spotlight/documents/hunt_ela_6-12.pdf